

# Focus on ELT Journal

**Volume 2 Issue 2**  
**December 2020**

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ISSN: 2687-5381

[www.focusonelt.com](http://www.focusonelt.com)

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**Editorial Note:**

**Letter from Editors-in-Chief**

<https://doi.org/10.14744/felt.2020.00033>

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Dear Focus on ELT Journal Readers,

On behalf of the editorial board, it is our privilege and great pride to announce the release of the second issue of the second volume of ‘Focus on ELT Journal’. Although we have been facing great challenges in academia due to the COVID-19 pandemic triggering health issues, anxiety and stress across the world in 2020, we are happy to be able to continue contributing to the field as an outlet for the research studies focusing on English language teaching and learning. Thus, despite many contingencies stemming from the COVID-19 chaos, it is our primary source of professional gratification to make the second issue in 2020.

We feel obliged to accept that as a recently established international journal in the field, our journal is now considered to be one of the resourceful and reliable venues for people of academic interest. By following stringent publication ethics and rigorous plagiarism check, so far in our issues, we have been able to showcase thirteen contributions from various contexts exploring issues with a theoretical or applied perspective aiming possible applications in the field of English language teaching and learning. This has provided us an acceptance rate of 48.1% before publishing our third issue since December 2019. In line with this, despite a relatively higher number of submissions for the current issue, we have only been able to host three research articles and one book review following the external as well as our internal review cycles. We cordially would like to express our gratitude to our esteemed editorial board members and *fifteen respected reviewers* of this issue as featured above, without whom we would not have decided the selection of the research articles. We are therefore grateful to the members of our community for their

encouragement, continuous support and interest. With this in mind, once again, we are truly confident that the future of our journal is promising we will continue to reach a wider international audience for disseminating academic knowledge.

With the articles included in the second issue of 2020, we place confidence in that our community, specifically practitioners, researchers and academicians in the field of English language teaching and learning shall greatly benefit from them. The second issue of our second volume in 2020 features three articles investigating various topics with respect to the field and shares detailed findings for particular cases and a book review on World Englishes.

**The first paper of the issue**, titled “English as a lingua franca: From classroom to out-of-class communication” and authored by Pelin Irgin, explores the out-of-class ELF-oriented practices at tertiary level education. Relying on the data coming from twenty-two L2 English students, the author designed a class on oral communication that could promote and encourage out-of-class ELF communication throughout a term of fourteen weeks. The participants were expected to write weekly reports and self-reflection papers to find out perceived contributions and impacts of out-of-class ELF-oriented practices on EFL learners’ perspectives for communication. The particular results of the study indicate that the ELF-oriented practices motivated learners and engaged them in ELF communication.

**The second paper of the issue**, titled “Content-Based Instruction (CBI) Challenges in Turkey: Voices of High School Students” by Ferhat Karanfil, addresses the issue of content-based instruction (CBI) challenges faced by high school students in a Turkish context. Adopting a mixed-method research design, the author collected data through a survey and interviews. Based on the findings of the study, the author concluded that the integration of content in EFL classes can foster content learning, thereby improving the familiarity with different topics and raising awareness. The study also suggests that CBI programs should be included in teacher education programs in Turkey.

**The third paper of the issue**, titled “Handling with EFL learners’ negative attitudes towards speaking English” and authored by Seda Banli, adopts an action research design addressing the issue of negative attitudes towards speaking English in Turkish Context. The results reveal that negative attitudes of young adults towards speaking English may arise from various reasons such as their previous learning experiences and their lack of knowledge in their L1 and L2, their personal characteristics. The author also employed an action plan to help students overcome their speaking problems in English and offered some suggestions on the issue.

**The fourth paper of the issue** is an invited book review by Betül Bal-Gezegin on the book titled “World Englishes in English Language Teaching” which is authored by Alex Baratta and published in 2019 by Palgrave Macmillan. The book is a comprehensive source helping researchers, educators and practitioners understand the status of English across the world. The reviewer of the book touches upon a range of important points in the book by foregrounding theoretical issues and critical discussions by the author in each chapter. Bal-Gezegin concludes that the book is a significant contribution to the field paving the way for current research on World Englishes.

Before we finalize our editorial for the current issue, we would like to announce that two great colleagues from ELT have recently joined our editorial team.

Let us first introduce **Dr. Betül BAL-GEZEGİN**, who will be our *Book Review Editor* following her contribution to our journal with her invited book review since she is known to have researched on genre analysis of book reviews. Dr. Bal-Gezegin works as an Assistant Professor in the department of English Language Teaching at Ondokuz Mayıs University in Turkey. She holds a PhD in Foreign Language Education at Middle East Technical University. She obtained her MA degree in the field of Applied Linguistics at Georgia State University in the USA as a Fulbright scholar. Her academic interests mainly lie within the domains of Corpus Linguistics, CALL and ESP/EAP with her publications on corpus-based investigation of academic writing, metadiscourse markers in writing, teaching writing, and corpora and language teaching.

The second member joining Focus on ELT is **Mustafa ÖZER**, who is now our Editorial Assistant. Being an English Language instructor for 14 years, Mr. Özer holds an MA degree in Applied Linguistics and is pursuing his doctoral degree in the same field at Erciyes University, Turkey. With him being mainly interested in data-driven learning, he carries out studies in a network of fields such as autonomous learning, corpus linguistics, classroom discourse, learner motivation, and the use of technology in ELT classrooms. He currently works as an English language instructor at Abdullah Gul University, Turkey.

We therefore would like to welcome submissions to discuss the latest developments in the field of English Language Teaching and Learning for the future issues of Focus on ELT Journal. Lastly, we are also pleased to announce that Focus on ELT will accept Book Reviews of the key books in the field in the forthcoming issues.

We look forward to welcoming you once again in the first issue of Volume 3 in June 2021.

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